



# Surveyors Creek PS

English Scope &

Sequence

Stage One

\*These documents are to be used in conjunction when planning a teaching cycle for each term. The scope and sequences have been colour coded to match the syllabus colour and to match the colour assigned to each stage:

Early Stage 1 = Yellow   Stage 1 = Pink   Stage 2 = Green   Stage 3 = Orange



S1 English Scope and Sequence		Term 1	
Outcomes	Content		
		Assessment	
<p><b>Reading &amp; Viewing</b>  <b>EN1-4A</b> draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies  <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<p>Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six reading comprehension strategies.</p> <p>Guided Reading and Independent literacy activities – linking to all aspects.</p> <p>Reading strategies - Super Six Comprehension            Term 1:</p> <ul style="list-style-type: none"> <li>➤ Predicting</li> <li>➤ Making Connections</li> <li>➤ Questioning</li> </ul>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>•Guided reading observations</li> <li>•Teacher feedback during modelled and guided reading</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•PLAN data week 10 Reading Records/ PM Benchmark assessment every 5 weeks</li> </ul>	
	<b>Odd Year</b>		<b>Even Year</b>
	<p><b>Teacher/Modelled:</b></p> <ul style="list-style-type: none"> <li>* Mr Archimedes’ Bath</li> <li>* Mr McGee and the Biting Flea</li> <li>* Who Sank the Boat?</li> <li>* Sebastian Lives in a Hat</li> <li>* From Little Things Big Things Grow</li> <li>* For All Creatures</li> <li>* Stradbroke Dreamtime</li> </ul>		<p><b>Teacher/Modelled:</b>  <b>Aaron Blabey</b></p> <ul style="list-style-type: none"> <li>*Pearl Barley and Charlie Parsley</li> <li>*Noah Dreary</li> <li>*Stanley Paste</li> <li>*Sunday Chutney</li> <li>*Thelma the Unicorn</li> <li>*The Brothers Quibble</li> <li>*The Ghost of Miss Annabel Spoon</li> </ul>
<p><b>English Concepts</b>  <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p><b>Persuasive</b>            -Advertisements, print, multimedia, spoken in magazines, on radio, internet, billboards, television.</p>	<b>Odd Year</b>	<b>Even Year</b>	
	<p><b>Authority</b>            The first sense, authority over a text, refers to who controls meaning in its composition and responses to it.            In its second sense, authority of a text, it refers to how trustworthy the text appears to be, to what extent it can be taken as an authority on its subject matter.  <i>Students understand authority and authorship are different aspects of texts. They learn that:</i></p>	<p><b>Point of View</b>            Point of view in a text is the position from which the subject matter of a text is designed to be perceived. In defining a point of view the writer, speaker or director of the text controls what we see and how we relate to the situation, characters or ideas in the text.  <i>Students understand that stories may be narrated through a character’s point of view.</i></p> <p><b>Perspective</b></p>	



<p>-Expositions, speeches, journal articles, debates, product packaging</p>	<ul style="list-style-type: none"> <li>• <i>responses to and interpretations of a text may vary and may have more or less validity.</i></li> <li>• <i>authors may shape interpretation of a text but may not be able to control it.</i></li> </ul> <p><b>Argument</b> Argument is the statement of a position supported by evidence. It can have a range of purposes including persuasion, clarification of ideas, resolving disputes, defending a point of view or simply for entertainment. Argument is conveyed through visual, spoken, written and performative modes. <i>Students understand that ideas, information and images need to be expressed in a clear and organised way.</i> <i>They learn that</i></p> <ul style="list-style-type: none"> <li>• <i>certain phrases (eg I think that...I know that...) project opinion</i></li> <li>• <i>images can reinforce ideas</i></li> <li>• <i>arguments are expressed through different types of texts, modes and media.</i></li> </ul>	<p>Perspective is a lens through which we learn to see the world; it shapes what we see and the way we see it. Perspective includes the values that the responder and composer bring to a text. We need to recognise how these lenses are working so that we can choose to accept or dismiss the values that they entail. <i>Students understand that personal experience and interest shape their opinions and choices. They learn that:</i></p> <ul style="list-style-type: none"> <li>• <i>opinions can be shared, developed and questioned.</i></li> </ul>	
<p><b>Writing &amp; Representing</b> <b>EN1-2A</b> plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers <b>EN1-7B</b> identifies how language use in their own writing differs according to their purpose, audience and subject matter <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts <b>EN1-11D</b> responds to and composes a range of texts about familiar aspects of the world and their own experiences <b>EN1-12E</b> identifies and discusses aspects of their own and others' learning</p>	<p><b>Sentence level focus</b></p> <p>Sentence structure Grammar/cohesion Punctuation Handwriting</p> <p>Modelled, guided and independent writing sessions 4 to 5 times per week Writing process: planning, drafting/composing, revising/editing, publishing</p> <p><b>7 STEPS:</b> Sizzling Starts - Start from the point of action. Begin with a sound, action or dialogue.</p> <p>Planning For Success- Story Graph visual. Brainstorm multiple ideas for texts.</p> <p>Modelled, guided and independent writing sessions</p>		<p>Diagnostic Assessment: •Pre-assessment Formative Assessment: •Teacher Feedback •Student self- feedback and self- assessment (editing checklist) •Peer Summative assessment: •Post-assessment PLAN data week 10</p>
<p><b>Spelling</b></p>	<p>Yr 1 – follow the IntialLit scope and sequence and program</p>	<p><b>Yr 2 – Get Reading Right:</b> Wk 1 – 5 Sight words</p>	<p>Formative Assessment: •Teacher Feedback</p>



<p><b>EN1-5A</b> uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p>	<p>Handbook 1 and 2</p>	<p>Wk 5: r rr wr            Wk 6: oy oi            Wk 7: f ff ph            Wk 8: ou ow            Wk 9: c ce            Wk 10: s ss se</p> <p>Explicit teaching as per modelled/guided writing Home Learning reading and writing sight word program</p>	<ul style="list-style-type: none"> <li>•Student self- feedback and self- assessment (editing checklist)</li> <li>•Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•Home learning sight word testing (weekly)</li> </ul>
<p><b>Grammar, Punctuation &amp; Vocabulary</b>  <b>EN1-9B</b> uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p>	<p><b>Grammar:</b>            Week 2 – 4: nouns, pronouns, verbs            Week 5 – 7: adjectives            Week 8 – 10: Prepositions, simple conjunctions            *integrated into writing program</p>	<p><b>Punctuation:</b>            Week 2 – 4: capital letters, full stops            Week 5 – 7: question marks, exclamation marks            Week 8 – 10: commas</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>•Teacher Feedback</li> <li>•Student self- feedback and self- assessment (editing checklist)</li> <li>•Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•PLAN data week 10</li> </ul>
<p><b>Handwriting &amp; Using Digital Technologies</b>  <b>EN1-3A</b> composes texts using letters of consistent size and slope and uses digital technologies</p>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>L l</b>            Lot, little, lolly, like  <b>T t</b>            Table, tell, ten, tip  <b>I i</b>            Igloo, icecream, ice, ill  <b>X x</b>            x-ray, xylophone, box, fox  <b>Z z</b>            Zoo, zebra, zipper, zap  <b>F f</b>            Fish, frog, fat, fit  <b>J j</b>            Jet, jam, joke, jolly  <b>M m</b>            Mum, mummy, mouse, mine  <b>N n</b>            Nut, net, nose, nanna</p>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>L l</b>            Lucy likes to lick lots of lolly pops.  <b>T t</b>            Ten tiny tadpoles taking a bath.  <b>I i</b>            Too much icream will make you ill.  <b>X x</b>            Fox played the xylophone sitting on a box.  <b>Z z</b>            The zany zebra unzipped his stripes.  <b>F f</b>            Five fat fisherman found a frog.  <b>J j</b>            The jack-in-the-box jumps up high.  <b>M m</b>            Many mice are munching muesli bars.  <b>N n</b>            Oh no! Not a nut on the nose.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>•Teacher Feedback</li> </ul> <p>Summative assessment:</p>



	Digital publishing of text using computers Technology learning Integration	
<b>Speaking &amp; Listening</b> <b>EN1-1A</b> communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	Allow opportunities for children to share “special news” e.g. birthdays etc.  Guided ‘news’ opportunities where children are given set topics each week to speak on e.g.: my sport, how I help at home, my favourite animal, etc.	Formative Assessment •Teacher observation/anecdotal notes Summative assessment: PLAN data week 10

S1 English Scope and Sequence		Term 2
Outcomes	Content / Units -	
<b>Reading &amp; Viewing</b> <b>EN1-4A</b> draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies <b>EN1-8B</b> recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six reading comprehension strategies.  Guided Reading and Independent literacy activities – linking to all aspects.  <b>Reading strategies - Super Six Comprehension</b> <b>Term 2:</b> <ul style="list-style-type: none"> <li>➤ Visualising</li> <li>➤ Monitoring</li> <li>➤ Summarising</li> </ul>	
	<b>Odd Year</b>	<b>Even Year</b>
	<b>Teacher/Modelled:</b> * Clancy & Millie and the Very Fine House * Sunshine * Stلالuna * The Deep End * Maudie and Bear * Previously * My Uncle’s Donkey * The Tall Man and the Twelve Babies	<b>Teacher/Modelled:</b> * Feathers for Phoebe * Edward the Emu * Edwina the Emu * John Brown, Rose and the Midnight Cat * My Farm * A Year on Our farm * At the Beach
<b>English Concepts</b>	<b>Odd Year</b>	<b>Even Year</b>

Formative assessment:  
 •Guided reading observations  
 •Teacher feedback during modelled and guided reading  
 Summative assessment:  
 •PLAN data week 5 and 10  
 Reading Records/ PM  
 Benchmark assessment every 5 weeks



**EN1-10C** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

**Imaginative**

-Poetry, songs- lyrics, musical compositions, stories, book trailers, movies, fashion collections.

**Literary Value**

Literary value does not include the values expressed or implied in a text but refers specifically to how one can attribute worth to a text in terms of its value to ‘civilisation’, a culture, a society, or a particular group of people.

*Students understand that there are specific aspects of texts that enhance enjoyment.*

*They learn that:*

- *texts are a way into the world of the imagination*
- *texts of literary value can be enjoyed many times.*

**Style**

Style is one of the ways of distinguishing the work of an individual composer, a genre or a context of composition. Style includes semantics, form, structure, design and point of view.

*Students understand that language and its patterns vary in the different modes and media.*

*Students learn that:*

- *elements of language create effects in particular contexts, modes and media.*

**Connotation, Imagery and Symbol**

Connotation, imagery and symbol enrich a text by making words and images mean more than one thing. They invite students to consider the habitual in terms of the new and so are important to creative and critical thought. Critical analysis brings to light these associations and strands of meaning.

For example, in the slogan ‘Stop the boats’, the metonymy in ‘boats’ refers to refugees but removes humanity from the issue.

*Students understand that language can appeal to the senses.*

*Students learn to:*

- *use simple figurative language and word play*
- *recognise some cultural symbols.*

**Characterisation**

Character is an important concept in narrative as a driver of the action, a function in the plot, a way of engaging or positioning a reader or as a way of representing its thematic concerns. The way character is read is an indication of particular approaches to texts, be it through personal engagement or critical response.

*Students understand that characters are composed of imagined thoughts, words and actions.*

*They learn that characters:*

- *are constructed through different modes and media*
- *reflect lived experience*
- *invite positive or negative responses.*

**Writing & Representing**

**EN1-2A** plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

**EN1-10C** thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

**Various text focus**

**Week 1 – 3: Cycle 1**

Imaginative Texts

**Week 4 -6: Cycle 2**

Informative Texts

**Week 7 -10: Cycle 3**

Persuasive Texts

Diagnostic Assessment:

- Pre-assessment

Formative Assessment:

- Teacher Feedback
- Student self- feedback and self- assessment (editing checklist)



<p><b>EN1-11D</b> responds to and composes a range of texts about familiar aspects of the world and their own experiences  <b>EN1-12E</b> identifies and discusses aspects of their own and others' learning</p>	<p>Writing process: planning, drafting/composing, revising/editing, publishing            Modelled, guided and independent writing sessions 4 to 5 times per week</p> <p><b>7 STEPS</b>            Tightening Tension- Rise and fall, build up momentum.</p> <p>Ban The Boring- Ban the B words bed, breakfasts and bus trips.</p> <p>Modelled, guided and independent writing sessions</p>		<ul style="list-style-type: none"> <li>•Peer Summative assessment:</li> <li>•Post-assessment PLAN data week 10</li> </ul>
<p><b>Spelling</b>  <b>EN1-5A</b> uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p>	<p>Yr 1 – Intial Lit. Yr 1 – follow the IntialLit scope and sequence and program</p> <p>Handbook 1 and 2</p> <p>Explicit teaching as per modelled/guided writing            Home Learning reading and writing sight word program</p>	<p><b>Yr 2 – Get Reading Right:</b>            Wk 1:            Wk 2: u oo oul            Wk 3: ar a            Wk 4: ir er ear            Wk 5: ur or            Wk 6: or au aw            Wk 7: al ore            Wk 8: air ear            Wk 9:            Wk 10:</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>•Teacher Feedback</li> <li>•Student self- feedback and self- assessment (editing checklist)</li> <li>•Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•Home learning sight word testing (weekly)</li> </ul>
<p><b>Grammar, Punctuation &amp; Vocabulary</b>  <b>EN1-9B</b> uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p>	<p><b>Grammar:</b>  <b>Week 1 – 4:</b>            structure of the clause, compound sentences  <b>Week 5 – 7:</b>            adjectives, word families, noun groups/articles  <b>Week 8 – 10:</b>            text level cohesion, subject- verb agreement, pronouns/noun agreement</p>	<p><b>Punctuation:</b>  <b>Week 2 – 4:</b>            capital letters, full stops  <b>Week 5 – 7:</b>            question marks, exclamation marks, reported speech  <b>Week 8 – 10:</b> commas</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>•Teacher Feedback</li> <li>•Student self- feedback and self- assessment (editing checklist)</li> <li>•Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•PLAN data week 10</li> </ul>
<p><b>Handwriting &amp; Using Digital Technologies</b>  <b>EN1-3A</b> composes texts using letters of consistent size and slope and uses digital</p>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>R r</b>            Rat, rabbit, red, ribbon  <b>H h</b>            Hat, happy, had, hit</p>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>R r</b>            The rabbit wore rainbow coloured ribbons.  <b>H h</b>            Hens in hats at the hay shed ball.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>•Teacher Feedback</li> </ul> <p>Summative assessment:</p>



<p>technologies</p>	<p><b>B b</b> Ball, baby, baboon, bat</p> <p><b>P p</b> Pig, poppy, puppy, paper</p> <p><b>K k</b> Kite, kitten, king, kit</p> <p><b>U u</b> Up, uncle, umbrella, under</p> <p><b>V v</b> Vet, vine, vacuum, vampire</p> <p><b>W w</b> Wet, water, whale, well</p> <p><b>Y y</b> Yet, yellow, yo-yo, yacht</p>	<p><b>B b</b> Baby baboon bounces the ball.</p> <p><b>P p</b> Pepper pig and Polly parrot play pirates.</p> <p><b>K k</b> The kittens are in the kennel.</p> <p><b>U u</b> Uncle hung his undies under the umbrella.</p> <p><b>V v</b> Five vets driving a van.</p> <p><b>W w</b> The window wiper went up and down.</p> <p><b>Y y</b> "You should see my yellow yo-yo spin!"</p>	
	<p>Digital publishing of text using computers Technology learning Integration</p>		
<p><b>Speaking &amp; Listening</b> EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	<p>Allow opportunities for children to share "special news" e.g. birthdays etc.</p> <p>Guided 'news' opportunities where children are given set topics each week to speak on e.g.: my sport, how I help at home, my favourite animal, etc.</p> <p>Formal speech - teachers set the topic to tie in with His/Geo topic. Students prepare at home and present to class. 2mins.</p> <p>*Formal Listening Assessment to be carried out at the start of Term 2. Children draw a picture by following instructions given by teacher.</p>		<p>Formative Assessment</p> <ul style="list-style-type: none"> <li>•Teacher observation/anecdotal notes</li> </ul> <p>Summative assessment: PLAN data week 10</p>

<b>S1 English Scope and Sequence</b>		<b>Term 3</b>
<b>Outcomes</b>	<b>Content / Units -</b>	<b>Assessment</b>
<p><b>Reading &amp; Viewing</b> EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and</p>	<p>Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six reading comprehension strategies.</p> <p>Guided Reading and Independent literacy activities – linking to all aspects.</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>•Guided reading observations</li> <li>•Teacher feedback during modelled and</li> </ul>





<p>technologies</p> <p><b>EN1-8B</b> recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</p> <p><b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p>	<p>Beginning Year – Pre test (all 6 - CARS)</p> <p>STARS:</p> <p><b>Finding Main Idea</b></p> <p><b>Recalling facts and details</b></p> <p><b>Understanding sequence</b></p> <p>End of term – review of three skills. (STARS)</p> <p>➤ <b>**POST TEST END OF TERM (CARS)</b></p>		<p>guided reading</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•PLAN data week 5 and 10</li> </ul> <p>Reading Records/ PM</p> <p>Benchmark assessment every 5 weeks</p>
	<p><b>Odd Year</b></p>	<p><b>Even Year</b></p>	
	<p><b>Teacher/Modelled:</b></p> <ul style="list-style-type: none"> <li>* Bubble Trouble</li> <li>* For All Creatures</li> <li>* I'm the Best</li> <li>* Invisible Me</li> <li>* And Red Galoshes</li> <li>* My Dad Thinks He's Funny</li> <li>* Maudie and Bear</li> </ul>	<p><b>Teacher/Modelled:</b></p> <ul style="list-style-type: none"> <li>*Where the Forest Meets the Sea</li> <li>*Mirror</li> <li>*Belonging</li> <li>*Window</li> <li>*What was the War Like, Grandma?</li> <li>*Queenie: One Elephant's Story</li> <li>*The Tram to Bondi Beach</li> </ul>	
<p><b>English Concepts</b></p> <p><b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p><b>Imaginative</b></p> <p>-Poetry, songs- lyrics, musical compositions, stories, book trailers, movies, fashion collections.</p>	<p><b>Odd Year</b></p>	<p><b>Even Year</b></p>	
	<p><b>Intertextuality</b></p> <p>Intertextuality refers to those interrelationships among texts that shape a text's meaning. Explicit intertextuality, alluding specifically to another text through quotation or reference. Implied intertextuality, where the allusion is more indirect may occur through such commonalities as genre or style</p> <p>Inferred intertextuality referring to the texts drawn on by the actual responder and will likely include texts that had not even existed when the text was composed.</p> <p><i>Students understand that some texts are connected with other texts.</i></p> <p><i>They learn that:</i></p> <ul style="list-style-type: none"> <li>• <i>some texts draw on other texts.</i></li> </ul> <p><b>Narrative</b></p>	<p><b>Theme</b></p> <p>At its most basic level a theme may be regarded as the message or even the moral of a text. Theme differs from the topic of a text (war, the sea) or an idea addressed by a text (prejudice, friendship) in that the theme conveys an attitude or value about an idea (By accepting difference we are</p> <p><i>Students understand that the ideas in texts invite them to reflect on their own behaviour and values.</i></p> <p><i>Students learn that:</i></p> <ul style="list-style-type: none"> <li>• <i>the purpose of a text can be to convey a message</i></li> <li>• <i>the main idea of a text can be a moral</i></li> </ul> <p><b>Context</b></p> <p>Context refers to factors acting upon composers and responders that impinge on meaning. By</p>	



	<p>Narrative is the communication of a sequence of related events into a story. It can refer to a story itself or to the conventions by which we communicate and understand it. Narrative is a part of everyday communication to convey any message, be it political (an annual budget), commercial (a fashion collection) or institutional (public health warnings).  <i>Students understand that narrative is constructed for particular audiences and purposes.</i>  <i>Students learn that stories:</i></p> <ul style="list-style-type: none"> <li>• are usually made up of a sequence of events</li> <li>• have patterns that set up expectations and allow prediction of actions and attitudes</li> <li>• can have messages and evoke feelings</li> <li>• can be varied in the telling</li> <li>• present a view of their world.</li> </ul>	<p>considering the effects of context (their own, that of the composer and other contexts of response) on making meaning students recognise that:</p> <ol style="list-style-type: none"> <li>1. There can be no single reading of a text,</li> <li>2. All meaning is contingent upon a range of factors not simply in the text but also outside it and</li> <li>3. Values and attitudes may change over time and cultures.</li> </ol> <p><i>Students understand that the communication of information and ideas varies according to purpose and audience and the mode and medium through which it is delivered.</i>  <i>Students learn that:</i></p> <ul style="list-style-type: none"> <li>• the language and forms of text vary according to audience and purpose</li> <li>• the language and forms of text vary according to mode and medium.</li> <li>• that different groups and cultures are represented in texts</li> </ul>	
<p><b>Writing &amp; Representing</b>  <b>EN1-2A</b> plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers  <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  <b>EN1-11D</b> responds to and composes a range of texts about familiar aspects of the world and their own experiences  <b>EN1-12E</b> identifies and discusses aspects of their own and others' learning</p>	<p><b>Various text focus</b></p> <p><b>Week 1 – 3: Cycle 1</b>          Imaginative Texts  <b>Week 4 -6: Cycle 2</b>          Informative Texts  <b>Week 7 -10: Cycle 3</b>          Persuasive Texts</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing          Modelled, guided and independent writing sessions 4 to 5 times per week</p> <p><b>7 STEPS</b></p> <p>Exciting Endings- Story Graph visual- Know where you are heading.          Dynamic Dialogue- How we get to know characters/ Point of View.</p> <p>Modelled, guided and independent writing sessions</p>		<p>Diagnostic Assessment:          •Pre-assessment          Formative Assessment:          •Teacher Feedback          •Student self- feedback and self- assessment (editing checklist)          •Peer Summative assessment:          •Post-assessment          PLAN data week 10</p>



<p><b>Spelling</b> EN1-5A uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words</p>	<p>Yr 1 – Intial Lit. Explicit teaching as per modelled/guided writing Home Learning reading and writing sight word program</p>	<p><b>Yr 2 – Get Reading Right:</b> Wk 1: Wk2: j dge Wk 3: ge g Wk 4: ch tch tu Wk 5: sh ti ci Wk 6: s si Wk 7: r rr wr Wk 8: oi oy Wk 9: ph f ff Wk 10:</p>	<p>Formative Assessment: •Teacher Feedback •Student self- feedback and self- assessment (editing checklist) •Peer feedback</p> <p>Summative assessment: •Home learning sight word testing (weekly)</p>
<p><b>Grammar, Punctuation &amp; Vocabulary</b> EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p>	<p><b>Grammar:</b> <b>Week 1 – 4:</b> developing quality of written descriptions using literary devices: adjectives, time connectives, verbs <b>Week 5 – 7:</b> adverbs, concrete/abstract nouns, Week 8 – 10: paragraphs *repeat early focus areas as per class need</p>	<p><b>Punctuation:</b> <b>Week 2 – 4:</b> capital letters, full stops <b>Week 5 – 7:</b> question marks, exclamation marks <b>Week 8 – 10: commas</b></p>	<p>Formative Assessment: •Teacher Feedback •Student self- feedback and self- assessment (editing checklist) •Peer feedback</p> <p>Summative assessment: •PLAN data week 10</p>
<p><b>Handwriting &amp; Using Digital Technologies</b> EN1-3A composes texts using letters of consistent size and slope and uses digital technologies</p>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>A a</b> Ant, apple, arrow, and <b>C c</b> Cat, cow, car, can <b>O o</b> Off, octopus, on, oval <b>G g</b> Goat, girl, good, gate <b>Q q</b> Queen, quilt, quiet, quill <b>D d</b> Dog, did, dad, daddy <b>E e</b> Egg, elephant, Eskimo, emu <b>S s</b> Sad, said, sausage, sit</p>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>A a</b> Amazing ants at Adelaide. <b>C c</b> Crocodile is crunching carrots. <b>O o</b> The orange octopus ate olives. <b>G g</b> The girl got giddy going round and round. <b>Q q</b> The queen hid quietly under the quilt. <b>D d</b> The dog is digging down so deep. <b>E e</b> Every Eskimo eats eggs early. <b>S s</b> Six silly sausages sizzling in a pan.</p>	



	Digital publishing of text using computers Technology learning Integration	Formative Assessment: •Teacher Feedback Summative assessment:
<b>Speaking &amp; Listening</b> <b>EN1-1A</b> communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations <b>EN1-6B</b> recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts	Allow opportunities for children to share “special news” e.g. birthdays etc.  Set Talking and Listening activity each week. Some whole class and some individual tasks e.g. learning a poem as a class, playing 20 questions etc. *Students prepare for Oral reading competition.	Formative Assessment •Teacher observation/anecdotal notes Summative assessment: •PLAN data week 10

S1 English Scope and Sequence		Term 4	
Outcomes	Content / Units -	Assessment	
<b>Reading &amp; Viewing</b> <b>EN1-4A</b> draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies <b>EN1-8B</b> recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts	Modelled and shared reading and viewing of rich texts and quality literature *including explicit focus on super six reading comprehension strategies.  Guided Reading and Independent literacy activities – linking to all aspects.  STARS: <b>Making predictions</b> <b>Comparing &amp; contrast</b> <b>Cause &amp; effect</b>  End of term – review of three skills. (STARS) ➤ **POST TEST END OF TERM (CARS)	Formative assessment: •Guided reading observations •Teacher feedback during modelled and guided reading Summative assessment: •PLAN data week 10 Reading Records/ PM Benchmark assessment every 5 weeks	
	<b>Odd Year</b>		<b>Even Year</b>
	<b>Teacher/Modelled:</b> *The Little Refugee * Collecting Colour		



	<ul style="list-style-type: none"> <li>* Tom Tom</li> <li>* Lost and Found</li> </ul> <p>Week 6 - 10</p> <ul style="list-style-type: none"> <li>* Lost! A True Tale from the Bush</li> <li>* Lennie’s Ride</li> <li>* Ashanti to Zulu: African Traditions</li> </ul>		
<p><b>English Concepts</b>  <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p><b>Informative</b>          -News reports on radio, television, internet, newspapers          -Written reports on phenomena.          -Documentaries          -Youtube – ‘how to’ clips          -Blogs, Vlogs, Podcasts          -Recipes, procedures, forms</p>	<p style="text-align: center;"><b>Odd Year</b></p> <p><b>Representation</b>          Representation is the depiction of a thing, person or idea in written, visual, performed or spoken language. Students need to understand that representations are not neutral. Students need to be aware of the range of choices available to them in representing people, objects, experiences and ideas  <i>Students understand that there may be different representations of the same objects, events, people, emotions and ideas.</i>  <i>They learn that:</i></p> <ul style="list-style-type: none"> <li>• <i>differences in representation can occur through different contexts, modes and media or through different choices within these.</i></li> </ul>	<p style="text-align: center;"><b>Even Year</b></p> <p><b>Code and Convention</b>          The basic elements of speech, writing and visual language convey meaning when they combine in commonly understood arrangements or patterns. These patterns are formed by the interplay of codes (eg sounds, spelling and grammar) agreed systems for communicating (eg names of things and of actions, logos, camera angles, tone of voice etc), conventions, shared and habitual ways of using these systems (eg. paragraph structure, genre, framing of images, dramatic gestures etc).  <i>Students understand that codes and conventions provide structures for making meaning.</i>  <i>They learn that:</i></p> <ul style="list-style-type: none"> <li>• <i>Words fall into categories that make communication easier</i></li> <li>• <i>Words are arranged in patterns which may make some meanings predictable</i></li> <li>• <i>Patterns of words and images that are effective for making meaning become conventions.</i></li> </ul>	
<p><b>Writing &amp; Representing</b>  <b>EN1-2A</b> plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers  <b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts  <b>EN1-11D</b> responds to and composes a range of texts about familiar aspects of the world and their own experiences</p>	<p><b>Various text focus</b></p> <p><b>Week 1 – 3: Cycle 1</b>          Imaginative Texts</p> <p><b>Week 4 -6: Cycle 2</b>          Informative Texts</p> <p><b>Week 7 -10: Cycle 3</b>          Persuasive Texts</p> <p>Writing process: planning, drafting/composing, revising/editing, publishing          Modelled, guided and independent writing sessions 4 to 5 times per week</p>	<p>Diagnostic Assessment:          •Pre-assessment          Formative Assessment:          •Teacher Feedback          •Student self- feedback and self- assessment (editing checklist)          •Peer Summative assessment:          •Post-assessment</p>	



<p><b>EN1-12E</b> identifies and discusses aspects of their own and others' learning</p>	<p><b>7 STEPS</b></p> <p>Show, Don't Tell- Actions speak louder than words.</p> <p>Revision of particular writing skill</p> <p>Modelled, guided and independent writing sessions</p>		<p>PLAN data week 10</p>
<p><b>Spelling</b>  <b>EN1-5A</b> uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words</p>	<p>Yr 1 – Intial Lit.</p> <p>Explicit teaching as per modelled/guided writing            Home Learning reading and writing sight word program</p>	<p><b>Yr 2 – Get Reading Right:</b></p> <p>Wk 1: z zz se            Wk2: c ce s            Wk 3: se ss            Wk 4: u oo oul            Wk 5: ar a            Wk 6: ire r ear            Wk 7: ur or            Wk 8: or au aw            Wk 9: al ore            Wk 10:</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Teacher Feedback</li> <li>• Student self-feedback and self-assessment (editing checklist)</li> <li>•Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•Home learning sight word testing (weekly)</li> </ul>
<p><b>Grammar, Punctuation &amp; Vocabulary</b>  <b>EN1-9B</b> uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts</p>	<p><b>Grammar:</b></p> <p><b>Week 1 – 4:</b>            Modality/emotive language, creative language features (alliteration, onomatopoeia)</p> <p><b>Week 5 – 7:</b>            verbs, time connectives, paragraphs, synonyms and antonyms, paragraphs</p> <p><b>Week 8 – 10:</b>            Paragraphs</p> <p><b>*repeat early focus areas as per class need</b></p>	<p><b>Punctuation:</b></p> <p><b>Week 1 – 10:</b>            Revision and repeat of focus areas as per class need</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>•Teacher Feedback</li> <li>•Student self- feedback and self- assessment (editing checklist)</li> <li>•Peer feedback</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>•PLAN data week 10</li> </ul>
<p><b>Handwriting &amp; Using Digital Technologies</b>  <b>EN1-3A</b> composes texts using letters of</p>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>Revision:</b>            Aa Adam Ant, Bb Bobby Bear, Cc Candy Cat.</p>	<p style="text-align: center;"><b>Year 2</b></p> <p>Students write names of classmates, spelling words, sight words and/or vocabulary words that correspond with letters being revised.</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>•Teacher Feedback</li> </ul> <p>Summative assessment:</p>



<p>consistent size and slope and uses digital technologies</p>	<p>Dd Dan Dinosaur, Ee Ellie Elephant, Ff Fifi Frog. Gg Gertie Goldfish, Hh Hattie Hen, Ii Iggy Iguana. Jj Jack Jellyfish, Kk Kenny Koala, Ll Lenny Lion. Mm Millie Monkey, Nn Nelly Numbat, Oo Ollie Ostrich. Pp Percy Pelican, Qq Quintan Quokka, Rr Ralph Raccoon. Ss Sophie Snail, Tt Timmy Turtle, Uu Uncle Uno. Vv Victor Vulture, Ww Wally Worm, Xx Xavier Fox. Yy Yana Yak, Zz Zac Zebra.</p>	<p>Aa, Bb, Cc, Dd Ee, Ff, Gg, Hh Ii, Jj, Kk Ll, Mm , Nn Oo, Pp, Qq Rr, Ss, Tt Uu, Vv, Ww Xx, Yy, Zz</p>	
<p><b>Speaking &amp; Listening</b>  <b>EN1-1A</b> communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations  <b>EN1-6B</b> recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts</p>	<p>Allow opportunities for children to share “special news” e.g. birthdays etc.</p> <p>Set Talking and Listening activity each week. Some whole class and some individual tasks e.g. learning a poem as a class, playing 20 questions etc.</p> <p>*Students prepare for Oral reading competition.</p> <p>*Oral reading Competition (Term 3) – part of the whole school talking and listening program. Completed in class initially – teachers select 1 finalists per class to read in front of K-2 assembly.</p> <p>•Formal Listening Assessment to be carried out at the start of Term 4.</p>	<p>Digital publishing of text using computers Technology learning Integration</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> <li>•Teacher observation/anecdotal notes</li> </ul> <p>Summative assessment:</p> <ul style="list-style-type: none"> <li>• PLAN data week 10</li> </ul>